



2018-2019 Principal Preparation Grant Program

Application Due 5:00 p.m. CT, March 13, 2018

NOGA ID

Application stamp-in date and time

Three copies of the application are required to be submitted. **One copy MUST bear the original signature of a person authorized to bind the applicant to a contractual agreement.** All three copies must be received no later than the above-listed application due date and time at this address:

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Grant Information

Grant Period **04/13/2018** to **06/30/2019**

Program Authority **P.L. 114-95, ESSA, Title II, Part A**

☐ Pre-award costs are permitted.

☒ Pre-award costs are not permitted.

Required Attachments

The following attachments are required to be submitted with the application. No other submitted materials will be reviewed.

The following four attachments, listed in the program guidelines:

1. IHE/EPP scope and sequence
2. IHE/EPP instructional coaching protocols
3. IHE/EPP course syllabus
4. IHE/EPP evaluation process and metrics

Applicant Information

Name **Calallen ISD** CDN or Vendor ID **178903** ESC # **2** Campus # DUNS # **078492675**

Address **4205 Wildcat Dr.** City **Corpus Christi** ZIP **78410** Phone **361-242-5600**

Primary Contact **Anita Danaher** Email **adanaher@calallen.org**

Secondary Contact **Edith George** Email **egeorge@calallen.org**

Certification and Incorporation

I understand that this application constitutes an offer and, if accepted by TEA or renegotiated to acceptance, will form a binding agreement. I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I certify that any ensuing program and activity will be conducted in accordance and compliance with all applicable federal and state laws and regulations. I further certify my acceptance of the requirements conveyed in the following portions of the grant application, as applicable:

- ☒ Grant application, guidelines, and instructions
- ☒ General Provisions and Assurances and any application-specific provisions and assurances
- ☒ Debarment and Suspension Certification
- ☒ Lobbying Certification

Authorized Official Name/Title **Arturo Almendarez / Supt.** Signature **Arturo Almendarez** Date

Grant Writer Name **Donna Walton** Signature Date

☐ Grant writer is an employee of the applicant organization.

☒ Grant writer is not an employee of the applicant organization.

701-18-105-052

RFA # **701-18-105** SAS # **276-18**

2018-2019 Principal Preparation Grant Program

Shared Services Arrangements

- ☒ Shared services arrangements (SSAs) are permitted for this grant. **Check the box below if applying as fiscal agent.**
 The organization submitting this application is the fiscal agent of a planned SSA. All participating agencies will enter
☐ into a written SSA agreement describing fiscal agent and SSA member responsibilities. All participants understand that the written SSA agreement is subject to negotiation and must be approved before a NOGA can be issued.
☐ SSAs are not permitted for this grant.

Identify/Address Needs

List up to three quantifiable needs, as identified in your needs assessment, that these program funds will address. Describe your plan for addressing each need.

Quantifiable Need	Plan for Addressing Need
Calallen ISD, a diverse district in South Texas serving 4051 students averages 7 principal vacancies annually. Recruit 7 principal candidates to fill positions.	Calallen ISD will identify effective educators from among the current staff to serve as principal candidates. (1) Select teachers who exhibit instructional leadership, communication, and problem solving; (2) Match each candidate with a mentor; (3) Provide stipend for participation.
The CISD student population is predominantly Hispanic (59%). Only 20% of principals are Hispanic. Select 7 diverse candidates to mirror demographic.	Candidates will complete a 2 year (36 credit hour) Master of Educational Leadership and principal certification. (1) Develop recruitment encouraging participation of diverse populations; (2) Provide authentic experiences; (3) Provide tuition and certification fees.
Assistant principals on average are employed in the districts for 9 years and 30% become principals. Employ 7 principal candidates as CISD principals.	Candidates with a master's degree will complete a 1 year (27 credit hour) Principals in Educational Leadership to earn certification to serve as a principal. 1) Provide TExES Principal preparation to prepare the candidate to meet standards on credentialing exam; (2) Hire candidates as CISD principals.

SMART Goal

Describe the summative SMART goal you have identified for this program (a goal that is Specific, Measurable, Achievable, Relevant, and Timely), either related to student outcome or consistent with the purpose of the grant.

By the end of the Texas A&M University Kingsville Educational Administration and Principalship two-year residency period, 100% of the principal candidates will graduate with a Master of Science in Educational Administration and principal certification qualifying them to serve as a principal in Calallen ISD.
 By the end of the Texas A&M University Kingsville Principalship one-year residency period, 100% of the principal candidates will graduate with a principal certification qualifying them to serve as a principal in Calallen ISD.

Measurable Progress

Identify the benchmarks that you will use at the end of the first three grant quarters to measure progress toward meeting the process and implementation goals defined for the grant.

First-Quarter Benchmark:

Benchmark: Application process completed and 7 teachers identified for the residency program by May 2018.
 Benchmark 2: Texas A&M University Kingsville faculty meet with principal candidates.
 Benchmark: Enrollment completed, stipend received, 9 credit hours of tuition/fees (for summer courses) paid by May 2018.
 Benchmark 3: Principal mentors matched to each principal candidate and meetings begin in June 2018.
 Benchmark 4: Enrolled principal candidates successfully complete nine credit hours toward a Master of Science in Educational Administration by August 2018.
 Benchmark 5: Enrollment requirements completed, stipend received, 9 credit hours tuition/fees paid by August 2018.
 Benchmark 6: Enrolled principal candidates with a master degree in administration complete the TExES review session offered through the certification office with a score of at least 80% on the practice exam by August 2018.

Measurable Progress (Cont.)**Second-Quarter Benchmark:**

Benchmark: Principal mentors meet with mentee each week.

Benchmark: Texas A&M University Kingsville complete 1 site visit with each principal candidate by December 2018.

Benchmark : Enrolled Master's program candidates successfully complete a total of 18 credit hours toward a Master of Science in Educational Administration by December 2018.

Benchmark: Enrolled Principalship interns successfully complete a total of 18 credit hours by December 2018.

Benchmark: Texas A&M University Kingsville Master's program candidates and Principalship interns tuition/fees paid for nine credit hours by December 2018.

Third-Quarter Benchmark:

Benchmark: Principal mentors meet with mentee each week.

Benchmark: Texas A&M University Kingsville complete 2 site visit with each principal candidate by June 2019.

Benchmark : Enrolled Master's program candidates successfully complete a total of 18 credit hours toward a Master of Science in Educational Administration by My 2019.

Benchmark: Enrolled Principalship interns successfully complete a total of 18 credit hours by May 2019.

Benchmark: Texas A&M University Kingsville Master's program candidates and Principalship interns tuition/fees paid for nine credit hours by May 2019 (for summer classes).

Project Evaluation and Modification

Describe how you will use project evaluation data to determine when and how to modify your program. If your benchmarks or summative SMART goals do not show progress, describe how you will use evaluation data to modify your program for sustainability.

Under the direction of the Calallen ISD Assistant Superintendent for Curriculum and Instruction, the Strategic Planning Team of university and district educators drafted a Principal Preparation grant plan. The design plan outlines SMART goals, objectives, benchmarks, activities, and performance outcomes for each semester of the project. Also, a grant timeline was created to specify the date the activities will be initiated and expected date of completion for each benchmark and performance outcome. The Assistant Superintendent will guide the Strategic Planning Team in utilizing established Site Based Decision Making (SBDM) processes to monitor the implementation of the project. The team will use the timeline to collect and analyze student and project level data at the end of each semester.

Adjustments to the Plan: Problems and challenges are inevitable when implementing a grant program, no matter how well a program is planned. The Strategic Planning Team will collect data on project implementation and principal candidate progress in coursework. In addition, feedback from project stakeholders will be collected using university course evaluations. If necessary, grant activities and associated benchmarks will be revised to meet project performance outcomes by the end of the grant period.

Communication: Implementation is a process, not an event. Communication is the key to success. The Strategic Planning Team will serve as a conduit of communication between the principal candidates, district, and university. A written agenda for each meeting will be developed and the group will maintain official minutes that include progress toward meeting the SMART goal and semester benchmarks. Formative evaluation reports will be created at the end of the first semester (fall 2018) and presented to the Calallen ISD Superintendent and the District Improvement Committee. Summative evaluation reports will be created at the end of the school year (spring 2019) and presented by the Superintendent to the Board of Trustees. Board reports will be published on the district website.

Statutory/Program Requirements

1. The LEA must provide sustained and rigorous clinical learning in an authentic school setting and substantial leadership responsibilities such as the ability to address and resolve a significant problem/challenge in the school that influences practice and student learning; the skills needed to establish and support effective and continuous professional development with assigned teaching staff; and the ability to facilitate stakeholders' efforts to build a collaborative team within the school to improve instructional practice, student achievement, and the school culture.

Calallen ISD will collaborate with the Texas A&M University Master of Educational Administration and Principalship to build strong campus leaders through principal residencies. Calallen ISD educators selected as principal candidates will enter the two year program in the summer of 2018 and graduate with a 36 credit hour Master's degree in Educational Administration from the Texas A&M University Kingsville and professional principal certification. Calallen ISD educators who hold a Master's degree will enter the Principalship program as a principal intern to earn 27 hours of graduate hours in Educational Administration and a principal certification to teach in Texas. Each program requires a principal internship which includes one hundred sixty (160) hours of field experience. Principal candidates will participate in sustained and rigorous clinical learning at their assigned campus to develop substantial leadership responsibilities based on existing and proposed principal standards. Upon the successful completion of the principal preparation program, the student will have actively participated in the activities and duties of a practicing administrator. The student will be able to:

1. articulate a vision for a school;
2. effectively communicate and collaborate with a diversity of stakeholders;
3. demonstrate integrity and ethical behavior in a principal setting;
4. demonstrate mastery of curriculum, instruction, and assessment;
5. articulate the cultural norms of the campus, district, and community;
6. develop staff development and staff evaluation;
7. demonstrate ability to make decisions and lead in problem solving;
8. discuss school needs in finance, personnel, and technology;
9. identify issues in the physical plant and safety.

The field experiences will be verified by the campus administrative supervisor serving as a mentor regarding routine and special duties or projects to include:

- Professional Development focus: Interns will complete a Pre and Post Observation cycle through Texas Teacher Evaluation and Support System (T-TESS) to identify areas of strength and receive feedback on growth areas, develop strategies to motivate staff to meet performance expectations, and to communicate staff development and retention efforts to meet school improvement goals. Through the process, the intern will gain experience in the educator evaluation process and holding a variety of leadership roles in the school.
- Curriculum and instruction projects: The Texas Accountability Intervention System (TAIS) is designed to establish the foundational systems, actions, and processes to support the continuous improvement of Texas school districts and campuses. Teacher candidates in the principal preparation program will use the TAIS common framework to identify five areas of need at their campus. The intern will be responsible for collaboratively developing SMART (specific, measurable, attainable, relevant, time bound) school improvement goals, identifying and implementing interventions, and monitoring growth based on critical success factors and performance targets. Through the process, interns will develop strategies for leading effective school improvement to address and resolve significant challenges in the school.
- Special Education/Special Programs Focus: As part of the internship, principal candidates will disaggregate data to conduct a comprehensive needs assessment, work proactively to examine quarterly progress measures and utilize best practices to improve teaching and learning.

Additional projects will include inventory of books, equipment, or materials; attendance at organizational meetings such as professional development, parent, or student groups; development of reports or surveys such as: Custodial services, maintenance needs, health and safety, duty assignments, and curriculum and instruction; and other administrative duties as assigned.

Future school leaders in the Texas A&M Kingsville Masters in Educational Administration and Principalship program will undertake sustained and rigorous clinical learning in an authentic school setting to develop competency and skills in school community leadership, instructional leadership, and administrative leadership capacities.

Statutory/Program Requirements (Cont.)

2. The LEA must ensure that there is a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria such as track record of measurable student achievement, evaluations/appraisals, interpersonal leadership, response to observations and feedback, and growth mindset to ensure quality of future principal pool. Plan for consideration of the following in LEA recruitment and selection strategy: degree to which the diversity of the residents mirrors that of the student population.

Calallen ISD has developed a systematic and informed targeted recruitment and selection process utilizing demonstrated criteria Consider Standards and Research. The district search committee has developed selection criteria based on the proposed Chapter 149 Commissioner's Rules Concerning Administrator Standards, the new principal TExES Principal (268) test, and Performance Assessment for School Leaders (PASL) when considering candidates:

Criteria 1: School Community Leadership - The candidate has demonstrated the ability to address and resolve a significant school improvement challenges to positively influence practice and student learning.

Criteria 2: Instructional Leadership - The candidate has demonstrated evidence of prioritizing and completing professional development, reviewing student work, and using feedback to positively impact student achievement.

Criteria 3: Administrative Leadership: The candidate has built collaborative relationships within the school to improve instructional practice, student achievement, and the school culture.

This information is supplemented with data from a CISD Administrative job application, committee interviews, and on-site performance tasks that the committee systematically collects during the interview process.

- Job Application – CISD is in the process of revising the application for principal positions school leadership standards and the T-PESS (Texas Principal Evaluation and Support System) developed by the Texas Education Agency.

- Committee Interview – Eight to ten interview questions will provide committee members with a more holistic view of the principal candidate focusing on effective predictors of future performance, hiring priorities and professional standards.

Question responses will be recorded, and interviewees will independently rate candidate performance. During a meeting after all interviews are complete, search committee members will identify three to finalist; and

- Selection - The committee will select 6 to 8 candidates to enter the Master of Educational Administration or Principalship.

3. The LEA must provide the name of the institution of higher education (IHE) or educator preparation program (EPP) providing principal preparation; the IHE's or EPP's scope and sequence that includes topics such as student culture routines, data-driven instruction, observation and feedback, team effectiveness, personal leadership, change management, and delivering effective professional development; and the IHE's or EPP's required reading and textbooks.

Calallen ISD will partner with the Master of Science Degree Program in Educational Administration and Principalship Program at Texas A&M University Kingsville to provide intensive principal preparation.

The Master of Science in Educational Administration degree is a 36-hour online program:

EDAD 5301 Behavioral and Organizational Foundations of Education (3)

EDAD 5302 Elementary & Secondary Curricula (3)

EDAD 5330 Multicultural Education (3)

EDAD 5344 Supervision (3) (resource course)

EDAD 5382 School Public Relations (3)

EDAD 5343 Managing School Resources (3)

EDAD 5341 School Administration (3)

EDAD 5320 Education: Special Problems

EDAD 5342 Principalship (3)

EDAD 5383 Public School Law

EDAD 5307 School Administration: Advanced Problems (3)

EDAD 5345 Internship (3)

The 27 hour Principalship program includes all Master's degree hours except: EDAD 5382 School Public Relations (3);

EDAD 5341 School Administration (3); and EDAD 5320 Education: Special Problems.

A scope and sequence is attached to the grant application.

Statutory/Program Requirements (Cont.)

4. The LEA must provide the IHE's or EPP's candidate evaluation process and metrics; IHE's or EPP's instructional coaching protocols such as the tools used during observations to identify the highest leverage action steps for the principal resident and the protocol the IHE or EPP uses to conduct feedback sessions.

Texas A&M Kingsville candidate evaluation process and metrics support the Development and Maintenance of Nationally Prominent Undergraduate, Graduate, and Professional Principal Preparation Programs.

Objective 3.1: High Quality Professional Principal Preparation Programs..

3.1.a. Understand the foundations and sources of successful leadership practices, processes, and effects.

3.1.b. Acquire knowledge and understanding of the most recent theory and research in education.

3.1.c. Understand psychological and philosophical foundations of curriculum design.

3.1.d. Appreciate the relationship between educational organizations and political and social environments in which they are embedded.

3.1.e. Understand the unique challenges involved in leading and influencing professionals in organizations.

3.1.f. Applying research experience and data analysis to solve school problems.

3.1.g. Applying theory and research on personal and organizational change to improve educational programs.

Assessment Process: 100% of students will pass comprehensive exams.

Note: In the event that students do not pass any section of the comprehensive exam, an individual growth plan will be developed for that student. Written exams may be re-taken one time.

Metrics:

1. Students will compare leadership theories and critique their effectiveness.

2. Students will differentiate educational philosophies and integrate ideas into a personal philosophy of education.

3. Students will analyze and summarize educational data utilizing statistical software.

4. Students will create research designs for educational problems.

5. Students will formulate and evaluate educational innovations.

Texas A&M Kingsville Principalship Evaluation Process and Metrics is provided as an attachment to the grant application.

Statutory/Program Assurances

☒ The LEA must assure that the principal preparation residency is at least one year in length.

The LEA must assure that partner IHE/EPP provides residents with certification; evidence-based coursework; opportunities

☒ to practice and be evaluated in a school setting; and in-person and on-site coaching and evaluation with a minimum of three visits per year.

☒ The LEA must assure that residents do not hold a principal certification in the state of Texas.

☒ The LEA must assure that resident will receive ongoing support from an effective mentor principal or school leader who ensures the resident is exposed to substantial leadership opportunities.

☒ The LEA must assure that all participating residents, mentor principals, and an EPP representative managing resident's on-site coaching will be present at TEA Principal Preparation Summer Institute on or around June 6-8, 2018.

Request for Grant Funds

List all the allowable grant-related activities and other costs for which you are requesting to expend grant funds, along with the amount of grant funds you are requesting for each. The maximum grant amount you are awarded will not exceed the total you request. Before funds are awarded, you will be required to budget your planned expenditures by class/object code. In the list, group similar activities and costs, keeping salaries, contracts, computers, and other related expenses together.

Description of Activity or Cost	Amount Budgeted
1. Travel costs for officials (Executive Director/Superintendent/Board Members)	1,000
2. Substitute costs for resident teachers (\$80/sub x 7 residents x 6 days)	3,360
3. Stipend for residents (\$9000 x 7 principal interns)	63,000
4. Stipends for mentor principals (\$1000 x 7 mentors)	7,000
5. Certification exam costs for residents (3 exams = \$741 x 7 principal interns)	5,187
6. Travel for participants Principal Prep Training (June 2018, Austin)	11,453
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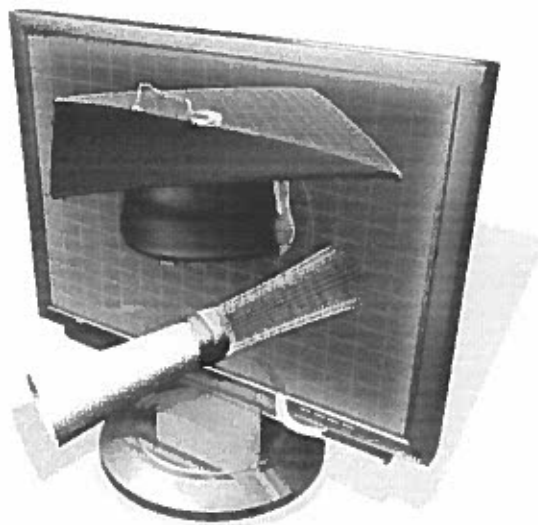
Total grant award requested 91,000

TEXAS A&M



TEXAS A&M | UNIVERSITY
KINGSVILLE
JAVELINAS

**EDUCATIONAL ADMINISTRATION
PROGRAM**



**Master of Science Educational Administration
And Principalship**

MASTER OF SCIENCE IN EDUCATIONAL ADMINISTRATION

Texas A&M University-Kingsville offers a Master of Science in Educational Administration and a Principalship Certification Only program. The Master of Science in Educational Administration is a professional degree designed to prepare leaders throughout the state at the mid-management level. Courses emphasizing leadership in the areas of educational theory, philosophy, and policy development, as well as courses in educational innovations, curriculum and instruction, school improvement, are required in the program. The degree program has been approved by the Texas Higher Education Coordinating Board and TEA. The degree is designed primarily for persons who desire to attain or who aspire to hold positions of leadership in educational institutions. The term "positions of leadership" is broadly construed to include teacher collegial leaders. Indeed, one of the assumptions underlying the program is that leadership in educational organizations should be broadly defined and distributed. The certification program is designed for students already in possession of a Master's Degree and want to become certified as a principal in the state of Texas.

Master of Science Degree Program in Educational Administration Features

The Master of Science in Educational Administration degree is a 36-hour online program (see degree plan below):

Master's Degree

- EDAD 5301 Behavioral and Organizational Foundations of Education (3)
- EDAD 5302 Elementary & Secondary Curricula (3)
- EDAD 5330 Multicultural Education (3)
- EDAD 5344 Supervision (3) (resource course)
- EDAD 5382 School Public Relations (3)
- EDAD 5343 Managing School Resources (3)
- EDAD 5341 School Administration (3)
- EDAD 5320 Education: Special Problems
- EDAD 5342 Principalship (3)
- EDAD 5383 Public School Law
- EDAD 5307 School Administration: Advanced Problems (3)
- EDAD 5345 Internship (3)

The courses in the degree plan are aligned in a specific order and are to be taken in that order. This sequence allows the student to build knowledge and comprehension with each course in preparation for the next course on the degree plan. The following policy will apply to all students who have not completed EDAD 5345 (Principal Internship): Beginning in the Fall of 2016 the following policy will apply to all students who have not completed EDAD 5345 (Principal Internship): In the beginning of the *semester prior* to enrolling in EDAD 5345, the student shall attend the TExES review session offered through the certification office. Student is required to attain an 80% or higher on the practice exam before permission will be granted to sit for the certification exam. If 80% or higher was not attained, remediation steps will be required before student is allowed to proceed. If student has met all of the afore mentioned requirements, the student shall be given permission to register for the TExES principal exam. Each student shall be required to pass the certification exam prior to enrolling in EDAD 5345 (Internship) course.

Principalship - Certification Only

The certification for the Principalship is a 27 credit hour online certificate. For the certificate program, a minimum undergraduate GPA of 2.8, the GRE or MAT score is not required. A Master's Degree is required prior to applying for certification only program. Beginning in the fall of 2016 the following policy will apply to all students who have not completed EDAD 5345 (Principal Internship): **Beginning in the Fall of 2016 the following policy will apply to all students who have not completed EDAD 5345 (Principal Internship): In the beginning of the semester prior to enrolling in EDAD 5345, the student shall attend the TeXes review session offered through the certification office. Student is required to attain an 80% or higher on the practice exam before permission will be granted to sit for the certification exam. If 80% or higher was not attained, remediation steps will be required before student is allowed to proceed. If student has met all of the afore mentioned requirements, the student shall be given permission to register for the TeXas principal exam. Each student shall be required to pass the certification exam prior to enrolling in EDAD 5345 (Internship) course.**

The practice examination is held spring, summer and fall at Texas A&M University-Kingsville. No other test location is permissible. No prior courses will be considered or accepted to apply towards the courses on the certification plan. Courses taken at TAMUK have a longevity of 7 years.

Required Courses for Certification in the Principalship:

- EDAD 5301 Behavioral and Organizational Foundations of Education (3)
- EDAD 5302 Elementary & Secondary Curricula (3)
- EDAD 5330 Multicultural Education (3) EDAD 5341 School Administration (3)
- EDAD 5344 Supervision (3) (resource course)
- EDAD 5343 Managing School Resources (3)
- EDAD 5383 Public School Law
- EDAD 5307 School Administration: Advanced Problems (3)
- EDAD 5342 Principalship (3)
- EDAD 5345 Internship (3)

Program Outcomes

The overarching goal of the program is for the student to develop a style of thinking, feeling, and behaving that centers on knowledge of professional literature; a respect for data of various kinds; careful, reflective, and constructive reasoning; effective leadership behavior; and an overall leadership vision. Our students exercise high levels of independent scholarship, remain current with issues of the field, and give a great deal of emphasis to educational administration theory and research. The applications of theory and research experiences impact personal and organizational change to improve educational programs.

PROGRAM DESCRIPTION AND REQUIREMENTS

Program Course Descriptions:

EDUCATIONAL ADMINISTRATION (EDAD)

Course Descriptions:

5301. Behavioral and Organizational Foundation of Education. 3(3-0)

Foundations of sociological, psychological, historical and philosophical views of education; school organization, including program of study, personnel, levels and varied approaches.

5302. Elementary and Secondary Curricula. 3(3-0)

Elementary and secondary school curriculum materials, design and methods.

5305. Graduate Research Project. 3(3-0)

Designed for Plan II and Plan III students and requires completion of a research project.

Prerequisite: departmental approval. May be repeated for a maximum of 6 semester hours.

5307. School Administration: Advanced Problems. 3(3-0)

Major problems of the school administrator. Each student will accept one major problem for a term paper. Administration credit.

5311. Secondary School Curriculum: Problems Course. 3(3-0)

Secondary school curriculum materials and methods problems. Lecture, discussion, library, research and seminar techniques are employed. Methods credit.

5312. Supervision: Advanced Problems. 3(3-0)

Major problems of supervision. Students explore problems related to professional development and assessment. Administration credit.

5313. School Administration: Public School Finance. 3(3-0)

Theory and practices including federal, state and local levels. Theory and practices in taxing and budgeting with emphasis on Texas system. Administration credit.

5315. Administration of the Various Special Programs in Education with Emphasis on Reading; Career Education; Vocational Technical Administration Special Education. 3(3-0)

Administration of the various special staff and pupil personnel services offered in the public schools, including guidance, health, attendance, reading, career education, vocational technical administration and special education.

5317. Workshop: Advanced School Problems. 3(3-0) Contemporary school administration problems. Administration credit.

5320. Education: Special Problems. 3(3-0)

Study of school problems in designated areas as approved by the university. May be repeated for credit when topic changes.

5330. Multicultural Education for Educators. 3(3-0)

Examines multicultural relations in American society and explores solutions to critical political, social, economic, legal and cultural problems confronting schools into the twenty-first century.

5341. School Administration. 3(3-0)

School systems with emphasis upon decision making and problem solving of school boards, superintendents, principals and teachers to promote student success.

5342. Principalship. 3(3-0)

Administration and supervision of the elementary and secondary school; shared vision, leadership, organization, faculty functions, qualifications and selection.

5343. Managing School Resources. 3(3-0)

Administration of the school. Function, organization, physical equipment, campus budgeting, personnel, resource utilization, financial management and technology use for a safe and effective learning environment.

5344. Supervision. 3(3-0)

The purpose and methods of effective school supervision. Focus on instructional leadership development. General administration.

****5345. Internship in School Administration. 3(3-0)**

On-the-job projects for the purpose of practical application of administrative tasks.

****Note:** Student must successfully pass the Texas Principal Certification Examination prior to registering for this course.

5351. Staff and Pupil Personnel Administration. 3(3-0)

Principles and practices of administration as it concerns selecting and retaining school personnel and administering the pupil personnel program. Placement, job analysis and evaluation, salaries, fringe benefits, maintenance of morale, collective bargaining and student performance are addressed.

5352. Educational Facilities Planning. 3(3-0)

Creative and systematic planning of school facilities focusing on translation of psychological and educational needs into physical form and design. Development of educational specification, survey techniques, space allocation organization and conditioning with relationship to curriculum processes.

5381. Administration and Management of Special Programs. 3(3-0) Problems in administering and managing special programs in public schools such as vocational and technical education, special education, career education and other special areas.

5382. School Public Relations. 3(3-0) Processes and effects of communications between the public schools and their communities to respond to diverse interests and needs, and mobilize resources to promote school success.

5383. Public School Law. 3(3-0)

Federal and state legal regulations as they relate to public school administration. Integrity, fairness and ethics to promote student success.

5384. Advanced Problems in the Superintendency. 3(3-0)

Current problems in the school superintendency are studied in depth.

5385. Superintendency Internship. 3(3-0)

Practical application of tasks in the area of the superintendent.

**Texas A&M University-Kingsville College
of Education and Human Development
Department of Educational Leadership and Counseling
Program in Educational Administration**

**Course Syllabus – Spring 2018
EDAD 5342: Principalship**

CONCEPTUAL FRAMEWORK

We, the community of learners in the TAMUK College of Education, demonstrate professional knowledge, skills, and dispositions expected of leaders in our respective fields. We are sensitive to diversity and inclusive of *all* learners. We design and deliver engaging, research-based, technology-integrated curricula, and promote lifelong learning. We strive to be ethical, reflective, compassionate, and fair when interacting with *all* learners, colleagues, and communities.

Course Number and Title: EDAD 5342: The Principalship

Course Credit: Graduate: 3 Credits/ 45 graduate hours

Location of Class: Online

Instructor: Sonia A. Perez, Ed.D.
Part-Time Faculty
Cell: (361) 549-1699 (preferred)
sonia.perez@tamuk.edu

Catalog Description: The purpose of this course is to provide a knowledge base via the examination of the role of the principal with an emphasis on the following:

Administration and supervision of elementary and secondary schools; shared vision, leadership, organization, faculty functions, qualifications, selection, and supervision and evaluation of staff.

Prerequisite: The program faculty strongly recommends that candidates consult with their advisor when planning the selection and sequencing of graduate coursework. While most courses do not have formal prerequisites, we believe that candidates will benefit from gaining knowledge and skills in some courses before enrolling in others. (See Educational Administrative Student Handbook)

Course Rationale: Aspiring administration candidates are expected to understand the role of the principal within the context of school organization and instructional leadership. It is important to study the expectations of the role of principal and the myriad of jobs it entails.

Virtual Office Hours: You are able to reach me during the week and/or weekends. Please feel free to call or text me via my cell phone at (361) 549-1699 between the hours of 8:30 a.m. – 9:30 p.m. seven days a week. You can also reach me by sending email communications to sonia.perez@tamuk.edu. All email communications will receive a response within 24 -36 hours. I am a part-time professor and do not have an office at the university. However, should you need to schedule a face-to-face meeting, I can make arrangements to secure a conference room at TAMUK.

Website Location:

TAMUK Website for Distance Learning Link:

<https://blackboard.tamuk.edu/>**Technology Requirements:**

- All students need to have a TAMUK email account. It is the responsibility of each student to ensure that an account is available for use during the semester.
- All assignments are to be submitted through Blackboard.

Required Textbook and Additional Resources:

The following textbook, list of research articles, and supplemental resources will be used during this course:

Required Textbooks:

The Principal's Companion: Strategies to Lead Schools for Student and Teacher Success (4th Edition)

Authors: Pam Robbins and Harvey Alvy

ISBN-13: 978-1452287591

Concise Rules of APA Style (6th Edition) By

American Psychological Association ISBN-

13: 978-1433805608

ISBN-10: 143380560X

***If you already own an APA Manual (complete version), there is no need to buy this supplemental version.**

Supplemental Resources:

- **The School Principal as Leader: Guiding Schools to Better Teaching and Learning**
<http://www.wallacefoundation.org/knowledge-center/school-leadership/effective-principal-leadership/Pages/The-School-Principal-as-Leader-Guiding-Schools-to-Better-Teaching-and-Learning.aspx>
- **How Leadership Influences Student Learning**
<http://www.wallacefoundation.org/knowledge-center/school-leadership/key-research/Pages/How-Leadership-Influences-Student-Learning.aspx>
- **Educational Program Student Handbook**
<http://www.tamuk.edu/cehp/edlc/educational-administration.html>
- **TEXES Principal (068)_Test at a Glance Manual**
http://cms.texas-ets.org/files/4514/4976/3482/principal_068_TAAG.pdf

Recommended Reading: Passing the Principal TEXES Exam: Keys to Certification and School Leadership (2nd Edition)

Author: Elaine L. Wilmore

Student Learner Outcomes

Upon successful completion of this course, the student should know how to:

Demonstrate proficiency in Domain I (Leadership of the Educational Community) and Domain II (Instructional Leadership) content included within the corresponding Competencies 001 - 007 outlined as requisite knowledge and skills that an entry-level principal or assistant principal in Texas public schools must possess as identified in the TExES Principal (068) certification exam (TEA, 2015, pp. 1 – 9).

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP

Competency 001: The principal knows how to shape campus culture by facilitating the development, articulation, implementation, and stewardship of a vision of learning that is shared and supported by the school community.

The descriptive statements included under Domain I: Competency 001 include:

- Create a campus culture that sets high expectations, promotes learning, and provides intellectual stimulation for self, students, and staff.
- Ensure that parents and other members of the community are an integral part of the campus culture.
- Implement strategies to ensure the development of collegial relationships and effective collaboration.
- Respond appropriately to diverse needs in shaping the campus culture.
- Use various types of information (e.g., demographic data, campus climate inventory results, student achievement data, emerging issues affecting education) to develop a campus vision and create a plan for implementing the vision.
- Use strategies for involving all stakeholders in planning processes to enable the collaborative development of a shared campus vision focused on teaching and learning.
- Facilitate the collaborative development of a plan that clearly articulates objectives and strategies of implementing a campus vision.
- Align financial, human, and material resources to support implementation of a campus vision.
- Establish procedures to assess and modify implementation plans to ensure achievement of the campus vision.
- Support innovative thinking and risk taking within the school community and view unsuccessful experiences as learning opportunities.
- Acknowledge and celebrate the contributions of students, staff, parents, and community members toward realization of the campus vision.

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP

Competency 002: The principal knows how to communicate and collaborate with all members of the school community, respond to diverse interests and needs and mobilize resources to promote student success.

The descriptive statements included under Domain I: Competency 002 include:

- Communicate effectively with families and other community members in varied educational contexts.
- Apply skills for building consensus and managing conflict.
- Implement effective strategies for systematically communicating with and gathering input from all campus stakeholders.
- Develop and implement strategies for effective internal and external communications.
- Develop and implement a comprehensive program of community relations that effectively involves and informs multiple constituencies, including the media.
- Provide varied and meaningful opportunities for parents/caregivers to be engaged in the education of their children.
- Establish partnerships with parents/caregivers, businesses and others in the community to strengthen programs and support campus goals.
- Communicate and work effectively with diverse groups in the school community to ensure that all students have an equal opportunity for educational success.
- Respond to pertinent political, social and economic issues in the internal and external environment.

DOMAIN I—SCHOOL COMMUNITY LEADERSHIP

Competency 003: The principal knows how to act with integrity, fairness and in an ethical and legal manner.

The descriptive statements included under Domain I: Competency 003 include:

- Model and promote the highest standard of conduct, ethical principles and integrity in decision-making, actions and behaviors.
- Implement policies and procedures that promote professional educator compliance with The Code of Ethics and Standard Practices for Texas Educators.
- Apply knowledge of ethical issues affecting education.
- Apply legal guidelines (e.g., in relation to students with disabilities, bilingual education, confidentiality, discrimination) to protect the rights of students and staff and to improve learning opportunities.
- Apply laws, policies and procedures in a fair and reasonable manner.
- Articulate the importance of education in a free democratic society.
- Serve as an advocate for all children.
- Promote the continuous and appropriate development of all students.
- Promote awareness of learning differences, multicultural awareness, gendersensitivity and ethnic appreciation.

DOMAIN II: INSTRUCTIONAL LEADERSHIP

Competency 004: The principal knows how to facilitate the design and implementation of curricula and strategic plans that enhance teaching and learning; ensure alignment of curriculum, instruction, resources and assessment; and promote the use of varied assessments to measure student performance.

The descriptive statements included under Domain II: Competency 004 include:

- Facilitate effective campus curriculum planning based on knowledge of various factors (e.g., emerging issues, occupational and economic trends, demographic data, student learning data, motivation theory, teaching and learning theory, principles of curriculum design, human developmental processes, legal requirements).
- Facilitate the use of sound, research-based practice in the development, implementation and evaluation of campus curricular, co-curricular and extracurricular programs.
- Facilitate campus participation in collaborative district planning, implementation, monitoring and revision of curriculum to ensure appropriate scope, sequence, content and alignment.
- Facilitate the use of appropriate assessments to measure student learning and ensure educational accountability.
- Facilitate the use of technology, telecommunications and information systems to enrich the campus curriculum.
- Facilitate the effective coordination of campus curricular, co-curricular and extracurricular programs in relation to other district programs.
- Promote the use of creative thinking, critical thinking and problem solving by staff and other campus stakeholders involved in curriculum design and delivery.

DOMAIN II: INSTRUCTIONAL LEADERSHIP

Competency 005: The principal knows how to advocate, nurture and sustain an instructional program and a campus culture that are conducive to student learning and staff professional growth.

The descriptive statements included under Domain II: Competency 005 include:

- Facilitate the development of a campus learning organization that supports instructional improvement and change through ongoing study of relevant research and best practice.
- Facilitate the implementation of sound, research-based instructional strategies, decisions and programs in which multiple opportunities to learn and be successful are available to all students.

- Create conditions that encourage staff, students, families/caregivers and the community to strive to achieve the campus vision.
- Ensure that all students are provided high-quality, flexible instructional programs with appropriate resources and services to meet individual student needs.
- Use formative and summative student assessment data to develop, support and improve campus instructional strategies and goals.
- Facilitate the use and integration of technology, telecommunications and information systems to enhance learning.
- Facilitate the implementation of sound, research-based theories and techniques of teaching, learning, classroom management, student discipline and school safety to ensure a campus environment conducive to teaching and learning.
- Facilitate the development, implementation, evaluation and refinement of student services and activity programs to fulfill academic, developmental, social and cultural needs.
- Analyze instructional needs and allocate resources effectively and equitably.
- Analyze the implications of various factors (e.g., staffing patterns, class scheduling formats, school organizational structures, student discipline practices) for teaching and learning.
- Ensure responsiveness to diverse sociological, linguistic, cultural and other factors that may affect students' development and learning.

DOMAIN II: INSTRUCTIONAL LEADERSHIP

Competency 006: *The principal knows how to implement a staff evaluation and development system to improve the performance of all staff members, select and implement appropriate models for supervision and staff development and apply the legal requirements for personnel management.*

The descriptive statements included under Domain II: Competency 006 include:

- Work collaboratively with other campus personnel to develop, implement, evaluate and revise a comprehensive campus professional development plan that addresses staff needs and aligns professional development with identified goals.
- Facilitate the application of adult learning principles and motivation theory to all campus professional development activities, including the use of appropriate content, processes and contexts.
- Allocate appropriate time, funding and other needed resources to ensure the effective implementation of professional development plans.
- Implement effective, appropriate and legal strategies for the recruitment, screening, selection, assignment, induction, development, evaluation, promotion, discipline and dismissal of campus staff.
- Use formative and summative evaluation procedures to enhance the knowledge and skills of campus staff.
- Diagnose campus organizational health and morale and implement strategies to provide ongoing support to campus staff.
- Engage in ongoing professional development activities to enhance one's own knowledge and skills and to model lifelong learning.

DOMAIN II: INSTRUCTIONAL LEADERSHIP

Competency 007: *The principal knows how to apply organizational, decision-making and problem-solving skills to ensure an effective learning environment.*

The descriptive statements included under Domain II: Competency 007 include:

- Implement appropriate management techniques and group process skills to define roles, assign functions, delegate authority and determine accountability for campus goal attainment.
- Implement procedures for gathering, analyzing and using data from a variety of sources for informed campus decision-making.
- Frame, analyze and resolve problems using appropriate problem-solving techniques and decision-making skills.
- Use strategies for promoting collaborative decision-making and problem solving, facilitating team building and developing consensus.
- Encourage and facilitate positive change, enlist support for change and overcome obstacles to change.

Redesigned New Principal Standards

The following new principal standards will be addressed in this course during the transition period, along with the current principal standards:

DOMAIN I — SCHOOL CULTURE (School and Community Leadership)

Competency 001: The beginning principal knows how to establish and implement a shared vision and culture of high expectations for all stakeholders (students, staff, parents, and community).

*Creates a positive, collaborative, and collegial campus culture that sets high expectations and facilitates the implementation and achievement of campus initiatives and goals

- A. Uses emerging issues, recent research, knowledge of systems (e.g., school improvement process, strategic planning, etc.), and various types of data (e.g., demographic, perceptive, student learning, and processes) to collaboratively develop a shared campus vision and a plan for implementing the vision.
- B. Facilitates the collaborative development of a plan that clearly articulates objectives and strategies for implementing a campus vision
- C. Aligns financial, human, and material resources to support implementation of a campus vision and mission
- D. Establishes procedures to assess and modify implementation plans to promote achievement of the campus vision
- E. Models and promotes the continuous and appropriate development of all stakeholders in the school community, to shape the campus culture
- F. *Establishes and communicates consistent expectations for all stakeholders, providing supportive feedback to promote a positive campus environment
- G. *Implements effective strategies to systematically gather input from all campus stakeholders, supporting innovative thinking and an inclusive culture
- H. *Creates an atmosphere of safety that encourages the social, emotional, and physical well-being of staff and students
- I. Facilitates the implementation of research-based theories and techniques to promote a campus environment and culture that is conducive to effective teaching and learning and supports organizational health and morale

Competency 002: The beginning principal knows how to work with stakeholders as key partners to support student learning.

- A. Acknowledges, recognizes, and celebrates the contributions of all stakeholders toward the realization of the campus vision
- B. Implements strategies to ensure the development of collegial relationships and effective collaboration
- C. *Uses consensus-building, conflict-management, communication, and information-gathering strategies to involve various stakeholders in planning processes that enable the collaborative development of a shared campus vision and mission focused on teaching and learning
- D. *Ensures that parents and other members of the community are an integral part of the campus culture

DOMAIN II - LEADING LEARNING (Instructional Leadership/Teaching and Learning)

Competency 003: The beginning principal knows how to collaboratively develop and implement high-quality instruction.

- A. *Prioritizes instruction and student achievement by understanding, sharing, and promoting a clear definition of high-quality instruction based on best practices from recent research
- B. *Facilitates the use of sound, research-based practice in the development, implementation, coordination, and evaluation of campus curricular, co-curricular, and extracurricular programs to fulfill academic, development, social, and cultural needs
- C. *Facilitates campus participation in collaborative district planning, implementation, monitoring, and revision of the curriculum to ensure appropriate scope, sequence, content, and alignment
- D. *Implements a rigorous curriculum that is aligned with state standards, including college and career-readiness standards

Competency 004: The beginning principal knows how to monitor and assess classroom instruction to promote teacher effectiveness and student achievement.

- A. *Monitors instruction routinely by visiting classrooms, observing instruction, and attending grade-level, department, or team meetings to provide evidence-based feedback to improve instruction
- B. *Analyzes the curriculum collaboratively to guide teachers in aligning content across grades and ensures that curricular scopes and sequences meet the particular needs of their diverse student populations (considering sociological, linguistic, cultural, and other factors)
- C. *Monitors and ensures staff use of multiple forms of student data to inform instruction and intervention decisions that maximizes instructional effectiveness and student achievement
- D. *Promotes instruction that supports the growth of individual students and student groups, supports equity, and works to reduce the achievement gap
- E. *Supports staff in developing the capacity and time to collaboratively and individually use classroom formative and summative assessment data to inform effective instructional practices and interventions

DOMAIN III - HUMAN CAPITAL (Human Resource Management)

Competency 005: The beginning principal knows how to provide feedback, coaching, and professional development to staff through evaluation and supervision, knows how to reflect on his/her own practice, and strives to grow professionally.

- A. *Communicates expectations to staff and uses multiple data points (e.g. regular observations, walk-throughs, teacher and student data, and other sources) to complete evidence-based evaluations of all staff
- B. *Coaches and develops teachers by facilitating teacher self-assessment and goal setting, conducting conferences, giving individualized feedback, and supporting individualized professional growth opportunities
- C. *Collaborates to develop, implement, and revise a comprehensive and ongoing plan for the professional development of campus staff that addresses staff needs based on staff appraisal trends, goals, and student information/data
- D. *Facilitates a continuum of effective professional development activities that includes appropriate content, process, context, allocation of time, funding, and other needed resources
- E. Engages in ongoing and meaningful professional growth activities, reflects on his or her practice, seeks and acts on feedback, and strives to continually improve, learn, and grow
- F. Seeks assistance (e.g., mentor, central office) to ensure effective and reflective decision-making and works collaboratively with campus and district leadership

Competency 006: The beginning principal knows how to promote high-quality teaching by using selection, placement, and retention practices to promote teacher excellence and growth.

- A. *Invests and manages time to prioritize the development, support, and supervision of the staff to maximize student outcomes
- B. *Facilitates collaborative structures that support professional learning communities in reviewing data, processes, and policies in order to improve teaching and learning in the school
- C. *Creates leadership opportunities, defines roles, and delegates responsibilities to effective staff and administrators to support campus goal attainment
- D. *Implements effective, appropriate, and legal strategies for the recruitment, screening, hiring, assignment, induction, development, evaluation, promotion, retention, discipline, and dismissal of campus staff

Methods of Evaluation and Grading Procedures:

Students will be evaluated as each course responsibility/requirement is completed. **ALL assignments must be completed and submitted in order to pass the course.** There will be a formal evaluation conducted in the following areas:

Grading (Not on a curve):

1 Response Reaction.....	25 points	4 Discussion Board Tasks (25 points each).....	100 points
1 Supervision and Evaluation Practices Task.....			25 points
1 Literature Review.....			100 points
1 Clinical Assignment: Principal Interview.....			100 points
1 Performance Task: Application of Knowledge.....			100 points
Total Points Possible.....			450 points

The percentage of points needed to achieve a specific grade is calculated by the following formula: $\text{Total points earned} \div 450 \text{ points possible} \times 100 \text{ points}$.

GRADE SCALE:

100% - 90% = A

89% - 80% = B

79% - 70% = C

69% - 60% = D

< 60% = F

Grade of Incomplete: A grade of **INCOMPLETE** is given to a student who is passing, but has not completed a term paper, examination or other required work. The instructor and the student are required to complete the standard university contract form for each course in which the temporary grade of I has been assigned. The grade of I will be used only to allow a student who has encountered some emergency such as illness or an accident an opportunity to complete the requirements for a course. A grade of I reverts to a grade of F one year from the close of semester/term in which the grade was originally recorded if the course requirements have not been satisfied. Not valid for Research/Project/Thesis/Dissertation courses.

Course Assignment Framework and Course Schedule


Important Information: Detailed instructions are posted to the Course Content section of Blackboard for each assignment. The information below is an assignment framework and tentative schedule.

Weekly Schedule	Assignment and Schedule Description	Max Points Possible
Week of 01/15 – 01/19 Due: Jan. 17	<ol style="list-style-type: none">1. Review important course documents posted to the Blackboard <u>Home Page</u> and Syllabus section to ensure you have an understanding of what is expected of you as a learner in this course.2. Complete the Student Information Form posted to the <u>Home Page Section</u> in Blackboard by 11:59 p.m. on Jan. 17th.3. Begin reading the assigned sections included in the Course Content section in Blackboard for this week. This information	N/ A

	will connect to next week's assignment. (Leader as Learner and Leader as Manager).	
Week of 01/22 – 01/26 Due: Jan. 25	ASSIGNMENT #1 – LEADER as Shaper of the School Culture 1. Read assigned textbook sections listed in the Course Content section in Blackboard for the Response Reaction assignment. Review the Response Reaction <u>template</u> and begin adding the required information. (Template is included with the Course Content <u>detailed</u> instructions.) 2. Submit the <i>completed</i> Response Reaction <u>template</u> via <u>Assignment Link</u> by 11:59 p.m. on January 25 th .	Max Point s 25
Week of 01/29 – 02/02	REQUIRED READING TASK – Creating the School Vision and Mission 1. Read the assigned research report included with the detailed instructions for this reading assignment. 2. The research information will be integrated into next week's additional reading assignment and Discussion Board.	N/ A
Week of 02/05 – 02/09	DISCUSSION BOARD – Creating the School Vision and Mission 1. Assignment #2A: Read the additional assigned reading selection included with the detailed instructions located in the Blackboard Course Content section of the course. Post <u>your</u> response to the <u>Discussion Board thread</u> no later than 11:59 p.m. on Feb. 6th. 2. Respond to two classmate posts no later than 6:00 p.m. on Feb. 9 th .	Max Point s 25
Week of 02/12 – 02/16	REQUIRED READING TASK – Supervision and Evaluation Practices 1. Part I: Read the assigned sections related to enhancing teacher growth through supervision and evaluation practices. Part II assigned reading sections will be completed next week. 2. Utilize efficient note-taking strategies during these extended reading tasks that will help guide your preparation efforts for Assignment #3 – Principal Evaluation Processes and Practices that will be due on Mar. 2 nd . 3. Schedule the date with the principal you will interview to ensure he/she has advance notice of the interview and can plan accordingly.	N/ A

<p>Week of 02/19 – 02/23</p>	<p>DISCUSSION BOARD ASSIGNMENT</p> <ol style="list-style-type: none"> Assignment #2B: Read the Part II assigned textbook pages and review the web link information included with the detailed instructions located in the Blackboard Course Content section of the course. Post your response to the Discussion Board thread no later than 11:59 p.m. on Feb. 20th. Respond to two classmate posts no later than 6:00 p.m. on Feb. 23rd. 	<p>Max Point s 25</p>
<p>Week of 02/26 – 03/02</p> <p>Due: Mar. 2</p>	<p>ASSIGNMENT #3 – Supervision and Evaluation Task</p> <ol style="list-style-type: none"> This task will focus on the role of the principal in fulfilling supervision and evaluative responsibilities. Follow the detailed instructions for this task found in the Course Content section of Blackboard in order to complete this assignment. Submit via the Assignment Link by 11:59 p.m. on March 2nd. 	<p>Max Point s 25</p>
<p>Week of 03/05 – 03/09</p>	<p>DISCUSSION BOARD ASSIGNMENT – Add'l Posting Requirement Assignment #2C Principal Scenario Analysis:</p> <ol style="list-style-type: none"> Read the Principal Scenario Analysis description included with the detailed instructions located in the Blackboard Course Content section of the course. Post your response to the Discussion Board thread no later than 11:59 p.m. on Mar. 6th. Respond to two classmate posts, as well as to my separate analysis thread no later than 6:00 p.m. on Mar. 9th. You should have a total of four posts in the Discussion Board thread. 	<p>Max Point s 25</p>
<p>Week of 03/19 – 03/23</p>	<p>RESEARCH PREPARATION – Instructional Leader</p> <ol style="list-style-type: none"> Finalize gathering and reviewing scholarly research articles/additional sources in preparation for Assignment #4: Literature Review. Please ensure that APA formatting requirements have been addressed. 	<p>N/ A</p>
<p>Week of 03/26 – 03/30</p> <p>Due Mar. 29</p>	<p>ASSIGNMENT #4 – Literature Review (Instructional Leadership)</p> <ol style="list-style-type: none"> This is a MAJOR assignment. Conduct a review of the research literature to prepare a written summary that addresses the following prompt: <i>DEFINE instructional leadership in the context of the role of the principal and describe HOW the principal's instructional leadership role supports teaching and learning success.</i> Carefully follow the detailed instructions located in the Course Content section in Blackboard to ensure all required components are addressed. Submit Assignment #4 due by 11:59 p.m. on March 29th via the Assignment Link. 	<p>Max Points 100</p>

<p>Week of 04/02 – 04/06</p> <p>→</p> <p>→</p>	<p>PRINCIPAL INTERVIEW PREPARATION WEEK</p> <ol style="list-style-type: none"> 1. This week should be dedicated to finalizing interview schedule and or conducting the principal interview if not completed by this week. 2. Begin the initial process of organizing interview data _____ (responses to interview questions) from the principal interview into a formal paper that will be due April 25th. 	<p>N/A</p>
<p>Week of 04/09 – 04/13</p> <p>→</p> <p>→</p> <p>→</p>	<p>DISCUSSION BOARD ASSIGNMENT</p> <ol style="list-style-type: none"> 1. Assignment #2D: Read the assigned reading selection included with the detailed instructions located in the Blackboard Course Content section of the course. Post your response to the <u>Discussion Board</u> thread no later than 11:59 p.m. on Apr. 10th. 2. Respond to two classmate posts no later than 6:00 p.m. on Apr. 13th. 3. You should have a total of <u>three posts</u> in the Discussion Board thread. 	<p>Max Points 25</p>
<p>Week of 04/16 – 04/20</p>	<p>CONTENT VERIFICATION</p> <ol style="list-style-type: none"> 1. Review the content components for Clinical Assignment #5 (principal interview) to ensure the required components have been addressed with depth and quality. 2. Verify accuracy of APA citation and reference formatting. 3. Review writing convention accuracy (punctuation, grammar, etc.) 	<p>N/A</p>
<p>Week of 04/23 – 04/27</p> <p>→</p> <p>Due: Apr. 25</p>	<p>ASSIGNMENT #5 – Clinical Assignment: Principal Interview This is a MAJOR assignment. A campus principal will be interviewed during this semester. Analyze the interview findings you collected and summarize information in a formal paper.</p> <ol style="list-style-type: none"> 1. Review <u>Principal Interview Questions</u> included with the Assignment #5 detailed instructions posted to the Course Content section in Blackboard to become familiar with your interviewer responsibilities. 2. Please use the interview questions posted to the Course Content section in Blackboard to conduct the interview. Once your interview has been conducted, summarize your interview data and organize into a <u>written</u> summary. Please follow APA formatting. 3. Submit Assignment #5 (Principal Interview) due by 11:59 p.m. on Apr. 25th via the Assignment Link. 	<p>Max Points 100</p>
<p>Week of 04/30 – 05/4</p>	<p>PERFORMANCE TASK PREPARATION</p> <ol style="list-style-type: none"> 1. Gather articles used during the semester, along with your textbook in order to support and guide the completion of the performance task. 2. Review the comprehensive step-by-step instructions posted to the Course Content section in Blackboard. 	<p>N/A</p>

Week of 05/07 – 05/11  Due: May 10	ASSIGNMENT #6 – Course Final Performance Task Based on the research articles and other information sources that you have reviewed during the semester, a <i>performance task template</i> will be completed and submitted that will address the major components/responsibilities of a campus principal. 1. Detailed instructions for this assignment can be located in the Course Content section of Blackboard for Assignment #6. 2. Submit Assignment #6 (Performance Task) is due by 5:00 p.m. on May 10th via Assignment Link .	Max Points 100
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Student Learning Responsibilities:

It is the responsibility of the student to complete each of the assignments by the required due date specified in the EDAD 5342 course syllabus and/or other communication methods provided by the instructor.

Course Policies:

1. **Attendance:** Students are expected to participate in all scheduled class discussions or meetings requested by the instructor. Failure to participate in the scheduled activities will be considered as an absence from class and will result in a deduction of points from the total points available for the online discussion component of the course.
2. **Excused Absences:** Students must contact me prior to any absences in order for the absence to be excused.
3. **Late Assignments:** In the case of extenuating circumstances, students will be given the opportunity to turn in late assignments without a grade penalty as long as they have contacted the professor **PRIOR** to the assignment due date and have made arrangements for an **alternative assignment date**. *If no prior notification is provided that your assignment will be submitted after the due date, the assignment will decrease by 10% per day for the final grade for that assignment beginning at one minute after the time it was due and every calendar day thereafter at the same hour until it is submitted.*
4. **Email Communications:** I will communicate with you frequently via email. Please ensure that you check your TAMUK email during the week.

IMPORTANT New Principal Internship Course Policy:

The courses in the degree plans are aligned in a specific order and are to be taken in that order. Please refer to Educational Administration Student Handbook for complete listing of sequenced courses. This sequence allows the student to build knowledge and comprehension with each course in preparation for the next course on the degree plan. If the student is seeking certification with the Master's Degree, please make note of the important new policy included below:

Beginning in the fall of 2016 the following policy will apply to all students who have not completed EDAD 5345 (Principal Internship): In the beginning of the semester prior to enrolling in EDAD 5345, the student shall attend the TExES review session offered through the certification office. Following the review, the student shall register for the TExES Principal (068) exam. Each student shall be required to pass the certification exam prior to enrolling in EDAD 5345 (Internship) course.

Texas A&M University Coaching Protocol

Massive Open Online Professional Informal Learning (MOOPIL) A Virtual Mentoring & Coaching Model

Massive Open Online Professional Informal Learning (MOOPIL) will provide principal candidates and other school personnel with a convenient online portal to improve their skills through live professional development seminars and recorded videos. The Texas A&M University (TAMU) team will work virtually with 100 administrators to improve implementation of instructional strategies for ELs at school and home.

MOOPIL will offer one continuing professional education (CPE) credit for every hour of training. CPE is required to renew Texas teacher certificates, and classroom teachers must complete 150 hours every five years.

MOOPIL is housed in the Education Leadership Research Center and Center for Research and Development in Dual Language and Literacy Acquisition, and Rafael Lara-Alecio, Regents professor of bilingual education, and Fuhui Tong, associate professor of bilingual education, are co-principal investigators. The program will offer a total of 540 hours of professional development, 260 hours of professional practicum throughout the year and a summer residency on a campus that serves ELs. Researchers on the project also will examine the efficacy of virtual mentoring and coaching for these teachers.

EDUCATIONAL ADMINISTRATION PROGRAM ASSESSMENTS

Principal Effectiveness Metrics

Course Assessments

Each course has student learning outcomes and assessments of those outcomes.

Comprehensive Examinations

The comprehensive examination should be completed no later than the first week of April (for May candidates), first two weeks of July (for August candidates) and first week of November (for December graduates). Comprehensive examinations are administered to ascertain whether the student is sufficiently prepared in professional knowledge, inquiry, and mastery of personal leadership skills. Comprehensive examinations will be scheduled and administered to students seeking a Master's Degree in Educational Administration after they have completed all course work in the program, excluding EDAD 5342 and EDAD 5345.

The Written Comprehensive Examination

The written phase of the examination consists of essay questions submitted by faculty members and generally covers any course information ascertained in the Educational Administration Program while the student was enrolled. Specific guidelines for the completion of the comprehensive examination questions are defined on each examination disseminated to the student. Strict adherences to these guidelines are the sole responsibility of the Educational Administration student completing the examination.

Papers received from students are marked as "Pass" or "Fail." Grading of the comprehensive examination will be the responsibility of the Program Coordinator. Failing grades may be accompanied by recommendations for additional course work, outside reading, or field experience prior to retaking the examination. This decision is made by the Program Coordinator. This policy is effective as of August 2013.

Retaking Comprehensive Examination

In the event of failure on any part of the written examination, the program coordinator may require a professional growth plan, which may include additional course work, a research paper, additional face to face meetings with faculty, or other plans to remediate area(s) of concern before repeating the examination. **The student may retake the comprehensive examination, totally or in part, three times in writing within a minimum of one week and up to no more than six months from the time of first failure. If after three attempts student fails the retaken portion(s) of the examination, student will be removed from the program at such time.**

EDUCATIONAL ADMINISTRATION PROGRAM ASSESSMENTS

Principal Effectiveness Program Metrics

The overarching goal of the program is for the student to develop a style of thinking, feeling, and behaving that centers on knowledge of professional literature; a respect for data of various kinds; careful, reflective, and constructive reasoning; effective leadership behavior; and an overall leadership vision. Our students exercise high levels of independent scholarship, remain current with issues of the field, and give a great deal of emphasis to educational administration theory and research. The applications of theory and research experiences impact personal and organizational change to improve educational programs.

Program Goals, Assessment Measures and Metrics

TAMUK Imperatives	EDAD Program Goals and Objectives	PROGRAM Metrics
<i>Imperative I.</i> Broaden the Base of Productive and Educated Citizens.	Goal I. Broaden the Base of Productive and Educated Citizens. Objective 1.1: Increase the number of students in the educational administration program through a recruitment/advertising campaign. Assessment Measure: The Department will continue a recruitment campaign at the state- and national-levels to increase enrollment in the program by 5%.	Program Metric: 6 to 8 candidates enrolled from Calallen ISD.
<i>Imperative II.</i> Enhance Student Learning Through Civic, Professional, and Research Engagement.	Goal II. Enhance Student Learning Through Civic, Professional, and Research Engagement. Objective 2.1 (Learning Outcome): Maintain or increase the number of faculty/student research presentations/publications. Assessment Measure: The Department will maintain or increase the number of faculty/student research presentations/publications at local, state/regional, or national levels. Metric: one presentation/publication	Program Metric: Maintain or increase the number of faculty/student research presentations/publications.
<i>Imperative III.</i> Support the Development and Maintenance of Nationally Prominent Undergraduate, Graduate, and Professional Programs.	Goal III. Support the Development and Maintenance of Nationally Prominent Undergraduate, Graduate, and Professional Programs. Objective 3.1: High quality academic program. 3.1.a. Understand the foundations and sources of successful leadership practices, processes, and effects. 3.1.b. Acquire knowledge and understanding of the most recent theory and research in education. 3.1.c. Understand psychological and philosophical foundations of curriculum design. 3.1.d. Appreciate the relationship between educational organizations and political and social environments in which they are embedded. 3.1.e. Understand the unique challenges involved in leading and influencing professionals in organizations. 3.1.f. Applying research experience and data analysis to solve school problems.	Student Metrics: 1. Students will compare leadership theories and critique their effectiveness. 2. Students will differentiate educational philosophies and integrate ideas into a personal philosophy of education. 3. Students will analyze and summarize educational data utilizing statistical software. 4. Students will

	<p>3.1.g. Applying theory and research on personal and organizational change to improve educational programs. Assessment Measure: 100% of students will pass comprehensive exams. Note: In the event that students do not pass any section of the comprehensive exam, an individual growth plan will be developed for that student. Written exams may be re-taken one time.\</p>	<p>create research designs for educational problems. 5. Students will formulate and evaluate educational innovations.</p>
<p>Imperative IV. Promote the Development of Scholarly, Research, and Creative Endeavors that are Nationally Recognized.</p>	<p>Goal IV. Promote the Development of Scholarly, Research, and Creative Endeavors that are Nationally Recognized. Objective 4.1: Maintain the number of internal and external grant applications Assessment Measure: Maintain the number of grant applications by faculty.</p> <p>Objective 4.2: Continue scholarly activity on the state level while increasing faculty productivity in scholarly activity on the national/international level. Assessment Measure: While maintaining current scholarly activity at the state/ regional conferences, the program will increase its activity at the national/ international level with six presentations being made (i.e., an average of one per faculty member). Additionally, 75% of manuscript submissions will be to national/ international peer reviewed journals.</p>	<p>Program Metrics: Metric: One publication in peer reviewed journal and one grant application per faculty member/year.</p>
<p>Imperative V. Provide a Learner-Centered Environment in which the Contributions of Faculty and Staff are Valued.</p>	<p>Goal V. Provide a Learner-Centered Environment in which the Contributions of Faculty and Staff are Valued. Objective 5.1: Maintain a timely and informative departmental web page. Assessment Measure: Web page will be maintained that contains timely information for current/potential students and the general public which includes, but is not limited to: current program news, program overviews, curricular information, faculty information, links to faculty homepages, student activities, and faculty/student accomplishments.</p> <p>Objective 5.2: Maintain funding for faculty and staff travel and development. Assessment Measure: The Department will continue to financially support (at least \$2000/AY) faculty travel for (in priority order) presentation of original research (peer-review), professional learned society leadership, and professional development at the (in priority order) national/ international and state/regional levels.</p>	<p>Metric: Students participate in Principalship Portfolio of activities and accomplishments.</p>